

Voting on a Fairytale

To decide on which fairytale we would investigate we gave the children the opportunity to decide. We spend a couple weeks reading about and acting out a several different fairytales. The children showed the most interest in Goldilocks, The Three Little Pigs, and the Little Red Hen. The children read the books and worked through the stories with puppets. We then had the children vote independently on which story they wanted to investigate. During circle time we tallied the votes on a graph. The majority chose The Three Little Pigs.



Social Studies: 4. Develop sense of belonging to groups, 14. Make independent choices. Science: 11. Engages in scientific inquiry. ELA: Identify Print, 6a. describes attributes, 8. Comprehension, 9. Communication. Math: 1. Counting, 2. One-to-one correspondence, 4. Language of comparison, 5. Identify numerals, 18. Graph, 19. Reading a graph.

Playing The Three Little Pigs

To begin to understand how to act out the story of The Three Little Pigs, the children first began in circle time. During circle time the children would act out the story while the teacher read the book. The children took turns over a couple of weeks doing this and acting out different parts.



Math: 17 Sequence or order events, 1. Counting. Social Studies: 11. Demonstrate the understanding of specific roles, 12. Demonstrate cooperative behaviors. Language Arts: 10. Communication, attend to speakers and stories, follow simple directions, speak clearly, engage in turn taking, 8. Comprehension, connect to prior knowledge, retells story, identifies characters, re-enacts story 6. Vocabulary, understand position words.

Writing about

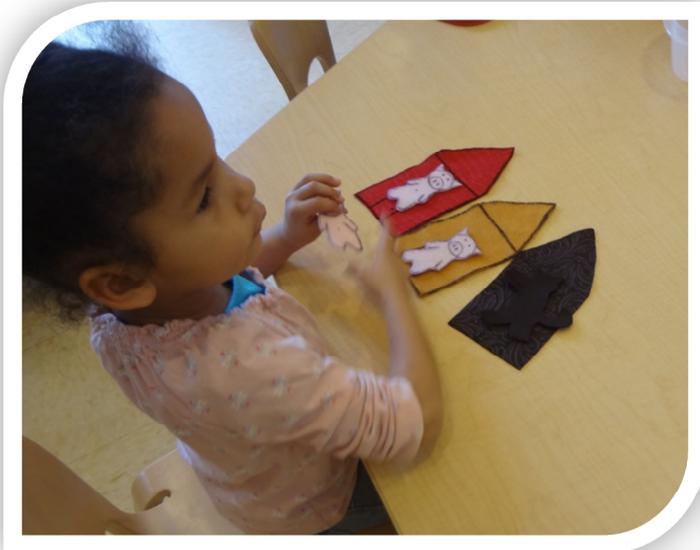
The Three Little Pigs

The children were given many opportunities to write about The Three Little Pigs. The teachers created word cards for the children to use so that they could practice writing words that related to story. Some children painted the words with Q-tips. Other children wrote the words on sentence strips with colored pencils.



Learning The Three Little Pigs

To help the children better understand the story of The Three Little Pigs the children worked with the teachers to create fabric models. The children were then able to act out the characters and the setting of the story with the model pieces.



Math: 1. Counting, 17. Sequence or order events. Language Arts: 8. Comprehension; connects text to prop knowledge, answers questions about the story, retells story, identifies characters. Science: 1 Explore and identify parts and wholes, 17. Recognize the difference between harmful and helpful, 13. Identify common needs of living things.

Listening to The Three Little Pigs

The children have been working on using the new iPad in the classroom. We have found a few apps that are great for talking about The Three Little Pigs. Here the children are listening to the animated story. There is also a puppet show that the children can help put on. While discussing wind and the wolf blowing the house over we found a few apps that work with the idea of wind and airstreams.



Language Arts: 8. Comprehension; connects text to prop knowledge, answers questions about the story, retells story, identifies characters. Math: 1. Counting, 17. Sequence or order events, 2. One-to-one correspondence. Science: 19. Explore ways of moving objects, 18. Demonstrate understanding of fast and slow

Learning through Games

Together the children and the teachers created a Three Little Pigs game. The children drew the 3 different houses and the mother pig's house. The children then helped the teachers lay out the game and put squares down for the spaces. The children helped make pig and wolf faces that we glued onto marker lids to make the pieces. The children then worked together to play the game. They rolled the dice and had to count the number of dots to figure out how many spaces to move their piece. The children also worked on congratulating the person who got to the end first rather than being upset.



Language Arts: 8. Comprehension; connects text to prop knowledge, answers questions about the story, retells story, identifies characters. Math: 1. Counting, 17. Sequence or order events, 2. One-to-one correspondence.

Meeting a Little Pig

Our student teacher Ms. Caitlyn has a pet mini micro pig named Amelia. Since the class investigating The Three Little Pigs, Ms. Caitlyn brought her pig in to class so the children could meet a real life pig. The children petted the pig and watched how it walked around the class. The children got to feed Amelia treats too. Ms. Caitlyn showed the children how pigs have a little bit of hair on their chin, just like in the story when they say “not by the hair on my chinney chin chin”.



Science: 13. Identify the common needs of living things, 15. Differentiates between living and non-living, 17. Recognize the difference between helpful and harmful actions,

Mapping the Story

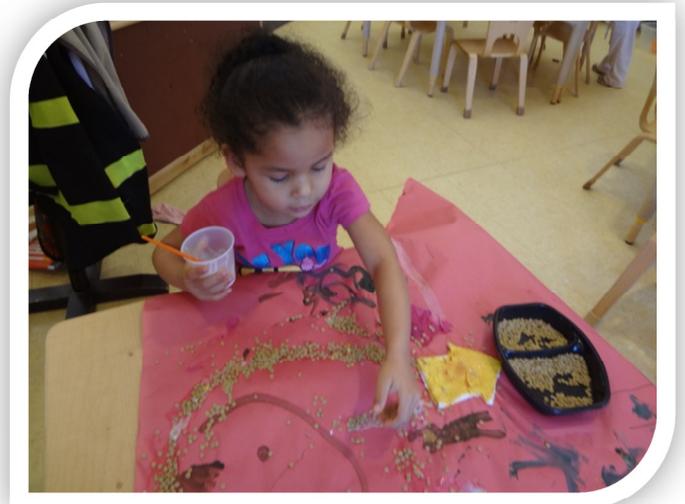
To get a better understanding of how the wolf and the pigs got to each of the house the children worked together in small groups to build roads that went from each of the houses in the stories. The children decided to make the roads out of blocks. They wrapped the roads all over the classroom. When the children were finished they drew maps of where the roads were.



Social Studies: 22. Uses terms related to location, 23. Demonstrate how maps can be useful, 24. Demonstrate the ways streets and buildings can be identified by symbols. Science: 6. Use familiar objects to accomplish a purpose.

Mapping out The Three Little Pigs

To help the children better understand the progression of the story we gave them the opportunity to create a map to see where the houses were in the story setting. The children created houses out of play dough and then painted them. The children then glued the houses on to the “map” to represent the order the wolf went to each house.



Social Studies: 23. Demonstrate the way maps are useful, 22. Uses terms related to location and direction. Math: 17. Sequence order of events. Language Arts: 1. Identifies print, 2. Prints letters and words, 9. Research; record findings, asks questions, 10. Communication; uses language to share experiences.

Making Bricks

To get a better understanding of the brick house in the story, the children made their own bricks out of dirt. The children collected dirt and then added water in a large container. They then filled muffin tins to make the shape with the dirt and then let it bake in the sun. After the bricks were good and hard the children worked to build a house with the bricks they made.



Math: 15. Measure length using standard and non-standard units. Science: 4. Identify the intended purpose of familiar tools, 2. Explore and compare materials, 6. Use familiar objects to solve a problem, 11. Engages in scientific inquiry. Language Arts: 9. Research; record findings &ask questions, 10. Communication; use language to share experiences, speak clearly to express ideas. 6, Vocabulary; describe attributes, position words.

Building with Straw & String

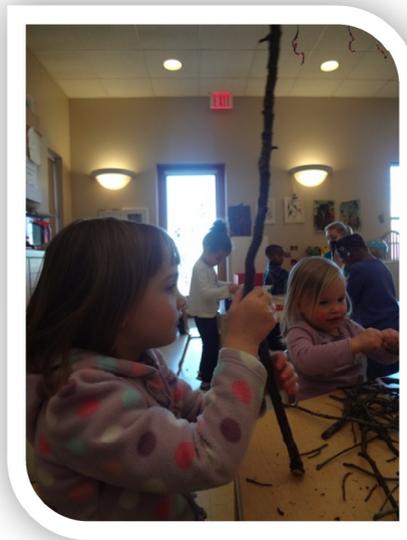
The children made a list of different materials and ideas they had for building a house out of straw. As a class we decided we would try out some of the more common ideas. The first one we tried was building a house out of straw using string. The children were given the opportunity to try to put these materials together. Many of the children tied string around a group of straw and then tried to stand them up. However, this was not the most effective way to build a house.



Math: 15. Measure length using standard and non-standard units. Science: 4. Identify the intended purpose of familiar tools, 2. Explore and compare materials, 6. Use familiar objects to solve a problem, 11. Engages in scientific inquiry. Language Arts: 9. Research; record findings & ask questions, 10. Communication; use language to share experiences, speak clearly to express ideas. 6, Vocabulary; describe attributes, position words.

Exploring Sticks

After looking into straw and straw houses the next material we looked into were sticks. The children helped collect sticks outside. The children were then given the opportunity to investigate what they could do with sticks. The children worked to try to connect them together, to stand them up, and to tap them. The children also sorted the sticks by how long and how wide they were.



Michael- "Glue them together, lay them together on the table, put them on top of each other and then it could be a maze house."

Nina- "Need string, string can keep them together"

Eli- "Tie them together with sting, glue them together"

Reese- "We can string them, I think we should use string, make a bow and tie it."

Ben- "Let's use dirt so we can make a house".

Math: 15. Measure length using standard and non-standard units. Science: 4. Identify the intended purpose of familiar tools, 2. Explore and compare materials, 6. Use familiar objects to solve a problem, 11. Engages in scientific inquiry. Language Arts: 9. Research; record findings & ask questions, 10. Communication; use language to share experiences, speak clearly to express ideas. 6, Vocabulary; describe attributes, position words.

Building a Stick House

Like with the straw, the children again tried to make a house out of sticks. The children came up with different ideas of how to make the sticks stay together. The children tried out some of the ideas, like glue and string, and also pipe cleaners. The children looked at the houses in the 3 Little Pig books to try to get some ideas of how to accomplish this.



Math: 15. Measure length using standard and non-standard units. Science: 4. Identify the intended purpose of familiar tools, 2. Explore and compare materials, 6. Use familiar objects to solve a problem, 11. Engages in scientific inquiry. Language Arts: 9. Research; record findings & ask questions, 10. Communication; use language to share experiences, speak clearly to express ideas. 6, Vocabulary; describe attributes, position words.

Building Prop Houses

The children worked together to build prop houses for our play of The Three Little Pigs. They painted the straw house yellow and then taped straw to it. They painted the stick house brown and worked on taping and gluing sticks to it. For the brick house the children cut rectangles out of red paper and then glued on the paper bricks to a big box. The class talked about how the straw house was the smallest, the stick house was medium in size, and lastly that the brick house was the biggest.



Science: 1. Explore parts and wholes, 8. Explore new uses for familiar materials. Math: 4. Use language of comparison, 13. Name and create 2 dimensional shapes. Language Arts: 6a. Describe attributes.

Our Houses

While investigating the The Three Little Pigs, the children became very interested in what their own houses were made of. So the class decided to look into this more. Each of the children brought in a picture of their own house and then we looked at them to see what types of materials their house was made of. The children then wrote about their house and the materials. We then made a class book of our writings and photos of our houses.



Language Arts: 2. Prints letters and words, top to bottom, left to right, 3. Emergent Writing, uses writing for a purpose, words are made of letters, repeats message, displays shared writing. Social Studies: Share personal history. Science: 2. Compare materials, 13. Identifies common needs of living things

Blowing Sticks

Like when we looked at straw and practiced blowing it, we did the same with sticks. The children played a game to see who could blow their sticks the farthest; we used a starting line and then measured whose stick went the furthest. The children found that the smaller sticks moved the most while the bigger sticks hardly moved at all.



Science: 20. Investigate natural laws acting upon objects, 2. Explore and compare materials, 11. Engages in scientific inquiry, 19. Explore ways of moving objects, 18. Demonstrate understanding of fast and slow. Math: 11. Measure length using standard and non-standard units, 1. Counting, 2. Demonstrate one-to-one correspondence.

Blowing Paint

To further explore the idea of blowing, wind and breath, the children had the opportunity to blow paint. The children used straws and tried to blow the paint around their papers. The children first tried this with watercolors. The paint moved around the paper easily. Then they tried using tempera paints and found that the paint did not move as much.



James- "It's hard to move the paint around."

Adi- "Easy peasy lemon squeezy, moved a lot too."

Michael- "Kind of hard."

Reese- "Easy. Moved a lot."

Science: 20. Investigates natural laws acting upon objects, 2. Explores and compares materials, 11. Engages in scientific inquiry, 19. Explores ways of moving objects, 18. Demonstrates understanding of fast and slow. Math: 11. Measures length using standard and non-standard units,

The Three Little Pigs Screen Play

N-Nina: Once upon a time there lived 3 little pigs. They lived with their mother, grandma and grandpa.

Mother-Zoe: You've grown too big for my house get out!

N-Nina: So the three little pigs went off and searched for a house of their own.

The first little pig met a man carrying straw.

Pig 1-James: May I buy some of that straw.

Straw Man-Seth: Yes.

N-Nina: The little pig built his house out of straw – a cozy little house.

The second pig met a girl carrying sticks.

Pig 2-Eli: Can I buy some of those sticks please?

Stick girl-Erica: Yes, you may.

N-Nina: The little pig built his house out of sticks - a neat little house.

Then the third pig met a man with some bricks.

Pig 3- Oliver: Can I buy enough bricks to build a house?

Brick Man-Michael: Yes, you can.

N-Nina: The little pig built his house out of bricks - a sturdy house.

Along came the hungry, big, bad wolf. The wolf went to the straw house.

Wolf-Adi: (knock, knock) Little pig, little pig, let me come in.

Pig 1- James: Not by the hair on my chinny chin chin.

Wolf- Adi: Then I'll huff and I'll puff and I'll blow your house down.

(James gives Adi straw to blow)

N-Nina: The little pig ran to the stick house.

Wolf-Adi: (knock, knock) Little pig, little pig, let me come in.

Pig 2- Eli: Not by the hair on my chinny chin chin.

Wolf- Adi: Then I'll huff and I'll puff and I'll blow your house down.

(Eli gives Adi sticks to blow)

N-Nina: The little pigs ran to the brick house.

Wolf-Adi: (knock, knock) Little pig, little pig, let me come in.

Pig 3- Oliver: Not by the hair on my chinny chin chin.

Wolf- Adi: Then I'll huff and I'll puff and I'll blow your house down.

(Oliver gives Adi a brick to blow)

N-Nina: The wolf couldn't blow the brick house down so he looked for another way in. He climbed up on the roof.

Pig 3-Oliver: We're ready now.

N-Nina: So the wolf jumped into the chimney and landed in a pot of water.

Pig 3-Oliver: That's the end of the big bad wolf. Now we'll have supper. You can stay in my house.

N-Nina: All the pigs including the mother, grandma and grandpa moved into the brick house. They lived happily ever after.

Everyone: The End. (bow)